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<td>31</td>
</tr>
</tbody>
</table>
1. SCHOOL INFORMATION

Vision

Tyndale Christian School was established by Christian parents wishing their children to be educated in an environment that would support and complement the values and faith that the families sought to inculcate in their home. The focus of the School is to provide an affordable, holistic education for all students in a distinctively Christian community. Therefore, the Vision of the School is:

"To be a Christian community that fosters innovation and excellence in its programs for the academic, vocational and physical development of students; nurtures spiritual and emotional growth and prepares students to move into life beyond the School, confident and competent in their chosen field, and with an understanding of their spiritual and social responsibilities to the local, national and international communities to which they belong."

Mission

The Mission of Tyndale Christian School is to do those things necessary to effectively achieve the purposes for which it exists (i.e. the Vision). While the execution of the mission will involve many actions by members of the school community, at the strategic level, there are two areas that are essential enablers to fulfilling the Vision. Therefore, the Mission of Tyndale Christian School is:

"To identify, encourage and develop the potential in each child through:
- effective selection, training and retention of staff to develop and deliver a balanced, best-practice program of learning which is integrated throughout the student’s time at the school; and
- building a community based on relationship with God and each other where the character of Christ is valued, developed and displayed."

Core Purpose

"To provide an excellent, inclusive Christian education that equips our students to serve God and His world."

Tyndale Christian School was established to be a place of learning for students within the context of the Christian faith. Therefore, the core purpose of the School is to provide best practice (excellent) learning and curricula within a Christian and inclusive community, nurtures spiritual and emotional growth and prepares students to move into life beyond the School, confident and competent in their chosen field, and with an understanding of their spiritual and social responsibilities to the local, national and international communities to which they belong."
ENROLMENT STATISTICS 2012

August 2012 Census Return numbers, upon which all Australian Government funding and 50% of State recurrent funding is based, are shown in the chart below for the past 9 years with projections into the future, and in the table below:

In 2012, the Junior School provided a composite class of Year 3 and 4 students in order to satisfy requests from new families to have all siblings enrolled at Tyndale. Coincidentally, many of these siblings were in Year 3 or 4. This cohort will continue as a composite in 2013, with additional year 5 students being sought in 2014 to make a complete class. Currently, there are no plans to continue this practice past 2014.

<table>
<thead>
<tr>
<th>Year group</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Average class size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>35</td>
<td>41</td>
<td>76</td>
<td>25</td>
</tr>
<tr>
<td>Year 1</td>
<td>33</td>
<td>42</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Year 2</td>
<td>37</td>
<td>44</td>
<td>81</td>
<td>27</td>
</tr>
<tr>
<td>Year 3 *</td>
<td>50</td>
<td>46</td>
<td>96</td>
<td>27</td>
</tr>
<tr>
<td>Year 4 *</td>
<td>43</td>
<td>52</td>
<td>95</td>
<td>27</td>
</tr>
<tr>
<td>Year 5</td>
<td>47</td>
<td>37</td>
<td>84</td>
<td>28</td>
</tr>
<tr>
<td>Year 6</td>
<td>86</td>
<td>52</td>
<td>138</td>
<td>28</td>
</tr>
<tr>
<td>Year 7</td>
<td>71</td>
<td>69</td>
<td>140</td>
<td>28</td>
</tr>
<tr>
<td>Year 8</td>
<td>77</td>
<td>63</td>
<td>140</td>
<td>28</td>
</tr>
<tr>
<td>Year 9</td>
<td>75</td>
<td>64</td>
<td>139</td>
<td>28</td>
</tr>
<tr>
<td>Year 10</td>
<td>61</td>
<td>82</td>
<td>143</td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>47</td>
<td>72</td>
<td>119</td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td>45</td>
<td>58</td>
<td>103</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>707</td>
<td>722</td>
<td>1429</td>
<td></td>
</tr>
</tbody>
</table>

*Composite Year 3 and 4 class introduced to satisfy demand by new families for siblings.
CHARACTERISTICS OF THE STUDENT BODY

Total students as at August census: 1429
Total male students: 707
Total female students: 722
English as a second language (ESL) students: 70
Indigenous students: 9
Commonwealth funded Special Needs students: 55
Students with school-assessed learning difficulties: 225
Number of students eligible for School Card assistance: 209

PROGRAMMES WHICH DIRECTLY IMPROVE STUDENT OUTCOMES

JUNIOR SCHOOL

- R-1 and 2-5 Sports Days and Jump-Off Day
- Reception Activities with Year 12 students
- Sporting Championships and Chess competitions
- School Movie Night
- Bully No Way Assembly
- Camps, sleepovers, excursions, swimming lessons
- Excursions to NAWMA, the Adelaide Zoo, Marra Dreaming
- R-1 Concert and JS Arts Carnival
- Book Week Activities
- Year 1 Grandparents Afternoon Tea
- 3LM Grandparents Day
- Grandparents Day
- Fundraising Activities for missions
- Easter Service and Remembrance Day Service
- Bullying – No Way! Day Assembly
- Musica Viva and other great visiting performers
- Tyndale Art Exhibition in Salisbury
- ICAS English, Science and Mathematics Competitions
- Special Education support through the Ark and the GLC
- Prefects
- House Captains

MIDDLE SCHOOL

- ICAS Science and English Competitions
- Westpac Mathematics
- Athletics Day and Swimming Carnival
- Camps and Excursions at each year level
- SAPSASA and SACSA competitions
- Summer Drama School
- Special Education support through the ZONE
- Musical – Peter Pan
- Fundraising for Easter Baskets, Compassion sponsor children
- Easter Service and Remembrance Day Service
- Bullying – No Way! Day Assembly
- Year 9 Canberra Trip
- SRC
- Prefects
- House Captains

SENIOR SCHOOL

- Prefects’ CSA Leadership Forum [Canberra]
- Senior School Arts Night
- Year 12 Drama Production
- Heathdale Exchange
- Senior School Sports Day
- Bullying No Way Day assembly
- SAMFS Road Awareness Program – Year 11
- Year 9 into 10 Subject Information Evening
- Year 9 into 10 Orientation Day
- Year 10 Careers Day
- Year 11 & 12 SACE Information Evening
- Year 11 into 12 Orientation
- Year 11 Mocktail Evening
- Year 12 Tourism Camp
- Year 12 PE Kayaking Camp
- Year 12 Final Assembly
- Year 12 Graduation Ceremony
- Year 12 Formal
- Tyndale Kokoda Trail trip
- Red Cross Blood Bus visits
- Cambodia Mission trip
- Kenya Mission trip
- 40 Hour Famine

Each sub school has a weekly chapel/assembly program with visiting speakers, mission spots, singing and prayer. The Middle and Senior Schools provide their own Praise and Worship Bands. Middle School had almost 50 young people wanting to be involved as either a singer or a musician. It is great to watch the student body embrace them as they lead Praise and Worship at our chapel assemblies - another example of our older Middle School students stepping up and showing great leadership.

Class devotions and Bible lessons help students to know and love God more. The Junior School uses the Connect material from Christian Education Publications.

The School has over 300 registered volunteers who provide valuable services in such areas as:

- Board of Governors
• Good Learning Centre, ARK and ZONE
• Canteen
• Cafeteria
• Resource Centre
• Sporting Events
• Camps and Excursions
• Classroom support
2. TEACHER STANDARDS AND QUALIFICATIONS

All teaching staff members have satisfied the requirements of the South Australian Teachers Registration Board. This included child protection training and a criminal history check. All Support and Administration staff members have also completed child protection training and a criminal history check.

PROFESSIONAL DEVELOPMENT

Staff members are encouraged to be life-long learners, and all staff are involved in courses, training and/or further study. A breakdown of the professional development is given below, listing seminars and workshops accessed.

Administration
Certificate III School Support Workshop
Certificate IV Education Support
Configuring and Administering MS SharePoint
Not for Profit Sector Reform
OH&S Committee Member Training
Planning, Deploying and Managing System Centre
SAS
Tom March Master Class
Workers Compensation Training

Leadership
Building a Performance and Development Culture in Your School
Introduction to Leadership Coaching
My Learning, My Teaching and the Australian Curriculum
National Professional Standards for Teachers
Professional Learning Projects for Schools 2013
SA Teachers Conference
Sister School Visits
Using the Australian Curriculum as a vehicle for change

New Teachers
CSA Induction Seminar
Early Career Teacher Program
Tyndale Induction Seminar
CSA
CSA Business Conference
CSA National Forum
CSA National Leaders Conference
Junior School
Apple iPad Learning Tour for Schools
Apple Workshop for iPads
Difference Differently
Effective Techniques to Differentiate the Mathematics Curriculum
Gifted and Talented Workshop
iPads in Classrooms
National Partnerships for Literacy
Peer teaching indigenous art work
Solving Words: Guided thinking for effective spelling
Tom March Spotlight Session

Middle School
BYOD for learning webinar
Difference Differently
Marking ESL Scope and Scales
Raising Better Writers
Teaching ESL Students in the Mainstream Classroom
Teaching Maths in the Middle Years of School
Teaching Maths in the Middle Years of School
The case for innovation in Education
Theatre Sports Training Day

Senior School
Flash ActionScript for Beginners
Focus on Literacy for SACE English Students
Maths for Trades and Work Seminar
New Heads of Maths
PLP Seminar to help students with pathways, university, TAFE, work
PLP Workshop
SACE – Embedding Formative Assessment Plans
SACE – Embedding Formative Assessment Strategies
SACE Leaders Forum
SAETA English Communications, pathways and Studies
Science in the Research Project
Science Teachers Conference SASTA
Stage 2 Chemistry Clarifying Forum
Stage 2 Creative Arts Clarifying Forum
Stage 2 Drama Clarifying Forum
Stage 2 English Studies Clarifying Forum
Stage 2 Geography Clarifying Forum
Stage 2 IPP Clarifying Forum
Stage 2 IT Exam Revision Workshops
Stage 2 ITS Clarifying forum
Stage 2 Music Clarifying Forum
Stage 2 PE Clarifying Forum
Stage 2 Research Project Clarifying Forum
Stage 2 Visual Art Design Clarifying Forum
Stage 2 Workplace Practices Clarifying Forum
Year 12 Maths Conference

**Vocational Education**
- Mentoring workshop for ON the Job Grant
- Mentoring workshop for ON the Job Grant
- New to VET Coordinator
- SA Training Awards Information Workshop
- SA Training Awards Information Workshop
- School to Work Transition Program Debrief
- School to Work Transition Program Debrief
- UniSA Career Adviser Information Session
- UniSA Career Adviser Information Session
- Vet Coordinator PD and Network Day
- Vet Coordinator PD and Network Day
- Vet Coordinators PD and Networking Day
- Vet Coordinators PD and Networking Day

**Library**
- SA Christian Schools Library Hub Group
- SLASA e-books symposium
- The Challenges of e-books

**Arts**
- InDesign Training
- InDesign Training Tech Production Network Workshop - Music
- Tech Production Network Workshop - Music
- Who is afraid of the Australian Arts Curriculum
- Who is afraid of the Australian Arts Curriculum

**HPD**
- Annual IHEGT conference (Home Economics)
- Annual PE Conference
- Concept to Creation Expo PE Teachers Conference
- International Federation for Home Economics World Congress
- International Federation for Home Economics World Congress
- PE Ministry Insights – Leading from Your Strengths
- Technology in PE

**Japanese**
- Focus on Assessment – Teachers of Languages
- Japanese Immersion Day Showcase
- Language Coordinators Breakfast

**Health**
- Emergency Asthma Management and Anaphylaxis Awareness
- Mandatory Notification
- School Nurses Association Conference
- Senior First Aid
- Voice Craft Workshop
Pastoral Care
Alcohol and Other Drugs
Child Behaviour Problems: School and Family
Complex Case Management
Mental Health for Young People
School Counsellors’ Conference
Transforming Childhood Trauma

Special Education
Aboriginal Student Engagement and Wellbeing Conference
Auditory Processing Disorder
Complex Case Management for Students with ASD
Counting Students in: Planning for Students with Special Needs
Educating Children with Special Educational Needs
Hub Groups Meetings Needs Lead Teacher Day
Increasing Social Awareness for Students with Autism Spectrum Disorder
More Support for Students with Disabilities – iPad Project
Planning a Successful Mathematics Curriculum: Models, Methods
Special Learning
SPELD – dyslexia and Spelling Strategies
Strategies for working with hearing impaired students
Strategies to Manage Abuse Related Trauma
Supporting Learners with Writing Difficulties
Taming the Social Context Jungle Autism SA

Further Education

The School is supporting 3 staff members who are working towards courses in Masters in Education. There is also a number of staff working on Certificate III and IV in Educational Support.

Cost to School

The cost reflects only the direct cost of courses to the School. Many professional development opportunities are either fully or partially funded through grants, subsidised through associations, or are at no cost to the School.

The total funds expended on professional development in 2012 were $56,386. This excludes the costs of Temporary Relief Teachers (TRT) to cover staff attendance at professional development courses, and any costs borne through grants or other sources of funding.

Further education has been allocated a nominal figure of 5 days per person. There has been a shift in emphasis from teachers going outside of the school to access professional development to having professional development done at school with experts brought into the school. Dr Jane Jarvis from Flinders University led a day for the whole teaching staff on differentiating the curriculum so that every student might achieve success in the classroom. Some professional development activities are done on weekends, during
school holidays and during pupil-free days, and so no additional cost in TRT replacement is borne by the School.

Additionally, many of the professional development opportunities provided by AISSA cover TRT costs.

Teacher Performance Management

With national discussion around the teaching standards for teachers continuing in 2012, the formal process of managing teacher performance based on the standards was delayed as there was no national consensus on the matter. Staff members have been working in groups with the Australian Institute of Teaching and School Leadership (AITSL) Standards to identify ways that they might meet these standards in their current classroom practice in preparation for the formal introduction of these in 2013. It has been pleasing to note that there is a great deal of quality work teachers are engaged in and that teachers already are meeting many of the standards. Heads of schools continued to meet pastorally with teachers in 2012 to review their professional practice and their joys and frustrations in the classroom. Formal teacher performance management processes will restart in 2013 aligned with the AITSL Standards.

Teachers have been encouraged to watch each other at work and there have been times in Staff Meetings for teachers to discuss reflect on their practice and share good ideas with colleagues.

Curriculum documents and teacher’s programs have been checked each term in the Junior and Middle School. Teachers programs are held centrally on a network drive so that there can be more sharing of expertise.

In years 11 and 12, SACE Learning and Assessment Plans are prepared, with moderation processes in year 12 by the SACE Board. Stage One English, Maths and Personal Learning Plan are also moderated by the SACE Board. The Senior School Director of Learning is improving consistency by checking plans in year level meetings.

Curriculum documents and teacher’s programs have been checked each term by the Directors of Learning in the Junior and Middle School. Teachers programs are held centrally on a network drive so that there can be more sharing of expertise.

In years 11 and 12, SACE Learning and Assessment Plans are prepared, with moderation processes in year 12 by the SACE Board. Stage One English, Maths and Personal Learning Plan are also moderated by the SACE Board. The Senior School Director of Learning is improving consistency by checking plans in year level meetings.
3. WORKFORCE COMPOSITION

ORGANISATIONAL STRUCTURE

The majority of employees, including support and administration staff, report to the Principal, a Head of School, Director of Studies or to the Business Manager. The Organisation Chart shown below includes changes to the structure introduced in 2012.
WORKFORCE STATISTICS

The School workforce at the end of 2012 was comprised of the following:

<table>
<thead>
<tr>
<th></th>
<th>No.</th>
<th>F.T.E.¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Leadership</td>
<td>7</td>
<td>7.0</td>
</tr>
<tr>
<td>Teaching Staff</td>
<td>115</td>
<td>98.2</td>
</tr>
<tr>
<td>Support and Administration Staff</td>
<td>79</td>
<td>50.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>201</td>
<td>156.1</td>
</tr>
</tbody>
</table>

1.5 FTE VET trainers 5 head count

The School had the following student to staff ratios:

- Student/Teacher ratio: 13.7
- Student/Support staff ratio: 27.5

The age profile of the teaching staff at Tyndale Christian School was as follows:

¹ F.T.E. (full time equivalent) – teachers are counted as part-time if their teaching load is less than 30 lessons per week. For example, a teacher with a load of 15 lessons is an F.T.E. of 0.5. Support and Administration staff must work 48 weeks per year and 37.5 hours per week to be counted as full time. For example, an Education Support Officer working 40 weeks for 32.5 hours is an F.T.E. of 0.72.
The age profile of support and administration staff was as follows:

![Bar chart showing the age distribution of support staff.]

Recruitment

The School aims to attract, support and retain Christian staff who will embrace the Vision, Mission, Values and Culture of the School, and who have a desire to excel in their field. The School has had a number of strategies to support this section of the Strategic Plan 2013 – 2016. These include:

- Employing staff who are Christians and who are regularly attending church – this is reviewed annually.
- Speaking at university about what it means to be a Christian teacher. The Principal gives an annual presentation to graduating Tabor students. The Head of Junior School sits on a Tabor College mock interview panel for graduating students. The Head of Middle School presents to students studying middle schooling. The School contributes $1000 to Christian Schools Australia to fund an annual Tabor scholarship. The scholarship will be promoted to Tyndale students planning to study teaching at Tabor College Adelaide.
- Employing staff who are registered with the Teachers Registration Board of South Australia, and who have complied with other mandatory requirements, such as mandatory notification and child protection, general first-aid, WHS legislation, intra-school induction [all new staff], Christian Schools Australia induction programme [new staff],
- Conducting a first year mentoring programme, annual appraisals of all staff and annual pastoral care programmes
- Providing “emotional health” support through ACCESS
- Running “Aspiring Leaders” programmes
- Providing opportunities for staff to take on leadership roles within the school
- Provide a wide range of professional development opportunities for staff each year
- Student teacher placements. This provides an opportunity for the School to see potential teachers in action, and also provides a prospective teacher with some sense of the School as a future employer.

Staff Induction
New staff members are inducted into the School at whole-of-school, sub-school and job levels. The whole-of-school induction programme is held on an induction day prior to return of all staff, and the programme has received good feedback.

Staff Attendance

The average attendance rate for all permanent or contract staff members at Tyndale Christian School in 2012 was:

- Teachers 96.7%  
  (2011 - 95.8%)
- Support and Admin. Staff 97.0%  
  (2011 - 97.0%)

This figure does not include relief staff members who are employed on a casual basis.

For the purposes of calculating the attendance rate, an absence is defined as any sick leave, carer’s leave, special leave or workers’ compensation absence. Long service leave, annual leave (for full time support and administration staff) and long duration of parental leave are excluded from this calculation as they are deemed to be planned and expected absences and, with the exception of annual leave, are usually covered by qualified replacement staff. Other time spent away from work while on duty, including attending professional development courses and conferences, or on camps or excursions is treated as attendance as these are deemed to be “on duty”.

Staff Retention

Staff from 2011 retained in 2012:

<table>
<thead>
<tr>
<th>Staff group</th>
<th>Number retained</th>
<th>Total</th>
<th>% retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>100</td>
<td>115</td>
<td>87.0</td>
</tr>
<tr>
<td>Support and Admin.</td>
<td>78</td>
<td>79</td>
<td>98.7</td>
</tr>
</tbody>
</table>

The known reasons for departure are as follows:

- Motherhood 4
- Career change / ministry 4
- Seeking new employer -
- Redundancy or termination -
- Retirement 2
- Relocation 2
- End of contract 4

For staff on parenting leave or leave without pay, where it is expected that the staff member will return to duty on completion, or the staff member has not expressed an intention to resign at the completion of the leave of absence, staff are deemed to have
been retained. Staff members completing an employment contract of a temporary nature are deemed to have departed.

The School endeavours to remunerate staff commensurate with market conditions, and monitors salary movements in public, Catholic and other independent schools. In 2013, the School and employees will negotiate a new Enterprise Agreement for a two year period.
4. **STUDENT ATTENDANCE**

**Student Attendance Rates**

The student attendance rate for 2012 was 93% (2011 – 93%, 2010 – 94%)

**Student Retention Rates**

Of the 140 students who completed Year 9 at Tyndale in 2009, 99 (71%) commenced Year 12. 9 students, who joined the School after 2009 also commenced Year 12 in 2012. Therefore a total of 108 students commenced Year 12 in 2012. Of this number, 6 students withdrew at some stage during the year leaving 102 students who completed the academic year.

Non-attendance was managed by the respective school secretaries ringing the parents of absentees. Further contact was made by the sub school deputies for students with ongoing issues with absenteeism.
5. SENIOR SECONDARY OUTCOMES

Year 12 South Australian Certificate Of Education (SACE) Results 2012

Students commencing Year 12  
Students withdrawn  
Potential SACE Completers  
Actual SACE Completers  
Completing SACE  
Finishing Year 12 enrolment 94% (2011 -96%, 2010 93%)

Tyndale Average ATAR* 2012 62.28 [2012 - 71.08, 2010 – 72.16]  
State Average ATAR* 2012 70.37 [2011 71.13, 2010 - 70.56]  
State Average Like Schools ATAR* 2012 69.23 [2010 – 69.54, 2009 - 70.32]

*ATAR = Australian Tertiary Admissions Rank

Tyndale Average Achievement Score 2012  B- [2011 B- 2010 – 13.9]

<table>
<thead>
<tr>
<th>Grade</th>
<th>School Grade %</th>
<th>State Grade %</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>12.85</td>
<td>19.23</td>
</tr>
<tr>
<td>B</td>
<td>41.97</td>
<td>41.95</td>
</tr>
<tr>
<td>C</td>
<td>36.12</td>
<td>31.07</td>
</tr>
<tr>
<td>D</td>
<td>6.43</td>
<td>5.25</td>
</tr>
<tr>
<td>E</td>
<td>2.43</td>
<td>1.74</td>
</tr>
<tr>
<td></td>
<td>No. of A results</td>
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</tr>
<tr>
<td>--------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td><strong>TER above 95</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jacob Gligoritsch</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Emma Hariz</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Vanessa Palumbo</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>TER above 90</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beau Brug</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Samuel Dodd</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Lia Evans</td>
<td>2</td>
<td></td>
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<tr>
<td>Paige Footner</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Nicole Foster</td>
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<td></td>
</tr>
<tr>
<td>Benjamin Graetz</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Amy Sheridan</td>
<td>2</td>
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<tr>
<td><strong>TER above 80</strong></td>
<td></td>
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</tr>
<tr>
<td>Rebecca Albu</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Alec Dawson</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Luke Deverix</td>
<td>2</td>
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<tr>
<td>Stephanie Fontanarosa</td>
<td>1</td>
<td></td>
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<tr>
<td>Sarah Footner</td>
<td>3</td>
<td></td>
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<tr>
<td>Jacob McIver</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luke Sierp</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Kate Smith</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td><strong>TER above 70</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lauren Burton</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Phillip Chorn</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Clare Dicker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aaron Dodd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Georgina Evans</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Luke Forgione</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Kirsty Gray</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

|                          |                  |
| **Other A Results**      |                  |
| Jay Bakkelo              | 1                |
| Jessica Cardellini – Year 11 | 1             |
| Jacqueline Iliev         | 1                |
| Rebecca Moulds           | 1                |
| Jai Nankivell            | 2                |
| Steven Peter – Year 11   | 1                |
| Joshua Townley           | 1                |

**Certificate III Completion**

|                          |                  |
| **Allied Health Assistance** |                  |
| Kelly Hillas              |                  |
| Stephanie Hillas          |                  |
| Robert Lam                |                  |
| Oscar Luna                |                  |
| Tori Washington           |                  |

|                          |                  |
| **Christian Ministry and Theology (Vetamorphus)** |                  |
| Brittany Lawson           |                  |
| Anita Obst                |                  |
| Akira Roberts Reinke      |                  |

|                          |                  |
| **Hospitality**          |                  |
| Tori Washington          |                  |

|                          |                  |
| **Tourism**              |                  |
| Rachel Powell            |                  |
6. STUDENT OUTCOMES IN STANDARDISED NATIONAL LITERACY AND NUMERACY TESTING

NAPLAN RESULTS

Students in Year 3, 5, 7 and 9 were tested under the National Assessment Program for Literacy and Numeracy (NAPLAN) in May. The results reflect the emphases that teachers have had in particular areas. It is encouraging to see the higher percentage of Junior School students achieving the National Minimum Standards (NMS) in writing. This has been a focus area in the Junior School for the past 4 years with teachers placing each student on the ESL Scope and Scales which help teachers decide clear goals for student learning. Likewise, the Numeracy scores in Year 7 and 9 reflect the work that Middle School staff and students have been doing in Mathematics.

Minimum Standards

The percentages of Tyndale Christian School students achieving national reading, writing, spelling and numeracy standards were as follows:

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Writing</th>
<th>Spelling</th>
<th>Grammar</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9</td>
<td>93</td>
<td>91</td>
<td>92</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>Year 7</td>
<td>94</td>
<td>96</td>
<td>89</td>
<td>93</td>
<td>96</td>
</tr>
<tr>
<td>Year 5</td>
<td>87</td>
<td>92</td>
<td>90</td>
<td>89</td>
<td>96</td>
</tr>
<tr>
<td>Year 3</td>
<td>95</td>
<td>97</td>
<td>99</td>
<td>96</td>
<td>93</td>
</tr>
</tbody>
</table>
Average Achievement of Peer Groups

The average achievement of the student peer group at Tyndale compared with similar schools (SIM) and the national average (ALL).

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th>Persuasive Writing</th>
<th>Spelling</th>
<th>Grammar and Punctuation</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 3</strong></td>
<td>393</td>
<td>399</td>
<td>384</td>
<td>397</td>
<td>373</td>
</tr>
<tr>
<td></td>
<td>379 - 407</td>
<td>387 - 411</td>
<td>371 - 397</td>
<td>382 - 412</td>
<td>361 - 386</td>
</tr>
<tr>
<td>SIM</td>
<td>418</td>
<td>ALL</td>
<td>412</td>
<td>ALL</td>
<td>409</td>
</tr>
<tr>
<td></td>
<td>409 -</td>
<td>427</td>
<td>416</td>
<td>400 -</td>
<td>417</td>
</tr>
<tr>
<td><strong>Year 5</strong></td>
<td>484</td>
<td>463</td>
<td>480</td>
<td>473</td>
<td>480</td>
</tr>
<tr>
<td></td>
<td>471 - 497</td>
<td>450 - 476</td>
<td>468 - 492</td>
<td>459 - 487</td>
<td>468 - 492</td>
</tr>
<tr>
<td>SIM</td>
<td>491</td>
<td>ALL</td>
<td>472</td>
<td>ALL</td>
<td>488</td>
</tr>
<tr>
<td></td>
<td>483 -</td>
<td>500</td>
<td>477</td>
<td>495</td>
<td>496</td>
</tr>
<tr>
<td><strong>Year 7</strong></td>
<td>533</td>
<td>509</td>
<td>534</td>
<td>550</td>
<td>521</td>
</tr>
<tr>
<td></td>
<td>522 - 544</td>
<td>497 - 521</td>
<td>523 - 545</td>
<td>538 - 562</td>
<td>510 - 532</td>
</tr>
<tr>
<td>SIM</td>
<td>538</td>
<td>ALL</td>
<td>515</td>
<td>ALL</td>
<td>537</td>
</tr>
<tr>
<td></td>
<td>530 -</td>
<td>545</td>
<td>518</td>
<td>543</td>
<td>545</td>
</tr>
<tr>
<td><strong>Year 9</strong></td>
<td>576</td>
<td>558</td>
<td>576</td>
<td>573</td>
<td>579</td>
</tr>
<tr>
<td></td>
<td>566 - 586</td>
<td>544 - 572</td>
<td>565 - 587</td>
<td>561 - 585</td>
<td>569 - 589</td>
</tr>
<tr>
<td>SIM</td>
<td>574</td>
<td>ALL</td>
<td>551</td>
<td>ALL</td>
<td>575</td>
</tr>
<tr>
<td></td>
<td>567 -</td>
<td>581</td>
<td>554</td>
<td>577</td>
<td>583</td>
</tr>
</tbody>
</table>
### Year 3

<table>
<thead>
<tr>
<th>Component</th>
<th>Mean Score Tyndale</th>
<th>SA</th>
<th>Proficiency Bands</th>
<th>% Students who achieved the NMS</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>415</td>
<td>404</td>
<td>393.1</td>
<td>408.2</td>
<td>4</td>
</tr>
<tr>
<td>Writing</td>
<td>431</td>
<td>429</td>
<td>399.3</td>
<td>403.1</td>
<td>5</td>
</tr>
<tr>
<td>Spelling</td>
<td>396</td>
<td>397</td>
<td>384.3</td>
<td>402.4</td>
<td>4</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>405</td>
<td>408</td>
<td>396.7</td>
<td>405.2</td>
<td>4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>387</td>
<td>384</td>
<td>373.2</td>
<td>376.8</td>
<td>4</td>
</tr>
</tbody>
</table>

Year 3 Tyndale students did not perform better than the State Average in any component. They only performed above the State Average in Reading, Writing, Spelling, and Grammar and Punctuation in terms of the % of students who achieved the NMS.

- **Reading**: Ten students did not achieve the national reading standard. Four were exempted or withdrawn and four students had diagnosed disabilities.
- **Writing**: Seven students did not reach the benchmark, four were exempted or withdrawn and one had a diagnosed disability.
- **Spelling**: The ten students who did not achieve the national spelling standard were withdrawn or exempted or had a diagnosed disability.
- **Grammar**: Ten students did not achieve the national grammar standard. Four were exempted or withdrawn and three had a diagnosed disability.
- **Numeracy**: Twelve students did not achieve the national numeracy standard. Four were exempted or withdrawn and six additional students had a diagnosed disability.

### Year 5

<table>
<thead>
<tr>
<th>Component</th>
<th>Mean Score Tyndale</th>
<th>SA</th>
<th>Proficiency Bands</th>
<th>% Students who achieved the NMS</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>487</td>
<td>477</td>
<td>484.3</td>
<td>483.2</td>
<td>6</td>
</tr>
<tr>
<td>Writing</td>
<td>485</td>
<td>474</td>
<td>463.5</td>
<td>463.0</td>
<td>6</td>
</tr>
<tr>
<td>Spelling</td>
<td>486</td>
<td>473</td>
<td>479.6</td>
<td>481.7</td>
<td>6</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>506</td>
<td>492</td>
<td>473.5</td>
<td>474.9</td>
<td>6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>482</td>
<td>471</td>
<td>480.3</td>
<td>471.5</td>
<td>6</td>
</tr>
</tbody>
</table>
Students in Year 5 at Tyndale scored above the State Average in Reading, Writing and Numeracy. Students scored about the SA % of students who achieved the NMS in all components.

**Reading**
Five students did not achieve the national reading standard and all of these students have diagnosed disabilities and one entered Tyndale in 2012.

**Writing**
Four students did not reach the benchmark, and all had a diagnosed disability.

**Spelling**
Seven students did not achieve the national spelling standard and again all had a diagnosed disability.

**Grammar**
Six students did not achieve the national grammar standard with 5 students having a learning disorder.

**Numeracy**
Three students did not achieve the national numeracy standard and all three had a diagnosed disability.

**Year 7**

<table>
<thead>
<tr>
<th>Component</th>
<th>Mean Score Tyndale</th>
<th>SA</th>
<th>Proficiency Bands</th>
<th>% Students who achieved the NMS</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>544</td>
<td>527</td>
<td>533.3</td>
<td>536.6</td>
<td>7</td>
</tr>
<tr>
<td>Writing</td>
<td>523</td>
<td>526</td>
<td>509</td>
<td>516.2</td>
<td>6</td>
</tr>
<tr>
<td>Spelling</td>
<td>542</td>
<td>519</td>
<td>534</td>
<td>536.4</td>
<td>7</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>535</td>
<td>528</td>
<td>550.4</td>
<td>541.3</td>
<td>7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>539</td>
<td>533</td>
<td>520.7</td>
<td>528.8</td>
<td>7</td>
</tr>
</tbody>
</table>

Tyndale students in Year 7 scored above the State Average in Grammar and Punctuation. They scored above the % of SA students achieving the NMS in Writing, Spelling, Grammar and Punctuation and Numeracy.

**Reading**
Ten students did not achieve the national reading standard. Eight students had a diagnosed disability.

**Writing**
Eleven students did not reach the benchmark and five had a diagnosed disability.

**Spelling**
Six students did not achieve the national spelling standard and all but one had a diagnosed disability.

**Grammar**
Three students did not achieve the national grammar standard with two students having a diagnosed disability.

**Numeracy**
Seven students did not achieve the national numeracy standard and four students had a diagnosed disability.
### Year 9

<table>
<thead>
<tr>
<th>Component</th>
<th>Mean Score Tyndale</th>
<th>SA Proficiency Bands</th>
<th>% Students who achieved the NMS</th>
<th>SA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>571</td>
<td>580</td>
<td>575.5</td>
<td>569.9</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>573</td>
<td>596</td>
<td>558.1</td>
<td>549.5</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>574</td>
<td>578</td>
<td>576</td>
<td>569.2</td>
</tr>
<tr>
<td><strong>Grammar and Punctuation</strong></td>
<td>583</td>
<td>583</td>
<td>573.1</td>
<td>567.0</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>581</td>
<td>582</td>
<td>579.4</td>
<td>573.0</td>
</tr>
</tbody>
</table>

In Year 9, Tyndale students scored above the State Average in all components and above the SA % of students who achieved the NMS in Reading, Spelling, Grammar and Punctuation and Numeracy.

**Reading**
One student did not achieve the national reading standard.

**Writing**
Of the twenty five students, who did not reach the benchmark, thirteen had a diagnosed disability, and two are identified as having English as a second language.

**Spelling**
Nine students did not achieve the national spelling standard. Five had a diagnosed disability.

**Grammar**
Two students did not achieve the national grammar standard and one had a diagnosed disability.

**Numeracy**
Four students did not achieve the national numeracy standard. Three students had a diagnosed disability.

### Academic Competitions Results

The International Competition and Assessments for Schools (ICAS) Science

**Junior School**
- 23 students received a Credit
- 2 students received a Distinction
- 2 students received a High Distinction

**Middle School**
- 40 students received a Credit
- 13 students received a Distinction
- 2 students received a High Distinction

**Senior School**
- 18 students received a Credit
- 7 students received a Distinction
• 1 student received a High Distinction

The International Competition and Assessments for Schools (ICAS)

English

Junior School
• 22 students received a Credit
• 2 students received a Distinction

Middle School
• 35 students received a Credit
• 8 students received a Distinction

The International Competition and Assessments for Schools (ICAS)

Mathematics

Junior School
• 23 students received a Credit
• 3 students received a Distinction

The Australian Mathematics Competition for the Westpac Awards

Middle School
• 35 students received a Credit
• 11 students received a Distinction

Senior School
• 21 students received a Credit
• 7 students received a Distinction

Senior School
• 24 students received a Credit
• 8 students received a Distinction
7. PARENT, STUDENT AND TEACHER SATISFACTION WITH THE SCHOOL

YEAR 12 EXIT SURVEYS

The Year 12 students exiting Tyndale were invited to record their responses to the subject teachers and the courses that had involved in. Students were mostly positive about their Year 12 experience.

COMMUNITY INVOLVEMENT

2012 was a significant year in the ongoing growth in the Tyndale community with the employment of a Community Relations and marketing officer, Mrs Danielle Hohneck. Danielle came with a great deal of passion and determination and oversaw a number of significant initiatives that have supported and enhanced the sense of community at the school.

These initiatives have included:

1. The renewal of our corporate image and style guide. A new logo, comprehensive signage around the school, a new prospectus and new-look documentation have all added to the overall “look and feel” of the school.
2. Organising our inaugural “Pictures in the Park” featuring the animated movie “Rio” which was very well attended by families (400 people) despite having to move the event indoors due to rain.
3. Our first whole of school “Grandparents Day” which was an outstanding success despite the inclement weather. Over 650 grandparents attended the day, visiting classrooms and assemblies. This will become an annual event.
4. The Reception/Year 1 Concert again proved popular with 600 people in attendance.
5. The Junior School Arts Carnival was held on 1 June and included over 250 students in a variety of performances including dance, drama, puppets, art, music, percussion magic and choir. The spectacle was attended by 500 people.
6. Celebrating 10 years of mission work, the School had the pleasure of holding the Kenya 10 year anniversary and dinner at which over 320 attended. The highlight of the celebration was to bring Joshua and Miriam Mbithi and Daryl and Carol Green from Kenya. These two couples run Neema Homes and Testimony Faith Homes. They engaged with the School – in classes, in assemblies/chapels, with leadership teams. On the Friday night (12th Oct) the Kenya 10 Year Celebration dinner was held at the Para Hills Community Club. On the Saturday night, an open invitation was given to a meeting in the Auditorium for the community, including local churches, corporate sponsors, companies, families, friends, staff, students and supporters.
7. The Year 12 Graduation Ceremony held at night again proved to be popular, with 350 in attendance, many of these joining staff and students afterwards for drinks and hors d’oeuvres in the Staff Lounge.
8. The review of our website, which will be updated in 2013.
9. The ongoing hosting of both Pastors morning teas and Contractor dinners which help the school to maintain strong links with both the local churches and our main service providers.
10. Most of the planning for our 30th Year Carnival, which was held on April 6th, 2013. A large number of dignitaries, old scholars, former staff, and current families turned out on a beautiful day to help celebrate this important milestone in the life of the school. The State Minister of Education, Ms Jennifer Rankine and the Federal Member for Makin Mr Tony Zappia, both gave formal speeches which were highly complementary of the school. Of special note was the presence of most of the former Board Chairs and the founding Principal, Roy Magor and his wife Marilyn.

Parents have also been invited to participate in a variety of ongoing events in the school, including chapel services, Easter and Remembrance Day services, Graduation days, Mocktail evenings, and many class activities.
Old Scholars

A study into the number of Old Scholars who enrol their children at Tyndale Christian School, has given more depth to the need to actively seek opportunities to engage with them. In 2012, we continued with a section of the school newsletter, which highlights engagements, weddings and babies of past students. A copy of the newsletter and a letter is sent to Old Scholars as we seek to develop further interest, update our data register and communicate our willingness to stay in touch. Details are still being sought via Facebook groups, with a focus on a strong launch of the Old Tyndalians group in 2013 which will mark the School’s 30th Birthday.

Volunteers

The School has over 300 registered volunteers who provide valuable services in such areas as:

- Board of Governors
- Good Learning Centre
- Canteen and Cafeteria
- Resource Centre
- Sports Department
- Classroom Support
- Excursions and Camps

During the year, many areas of the School recognised the efforts of their volunteers. In December, the volunteer awards for 2012 were presented to:

1. Mrs Val Stafford for her many years of support to the school after her retirement in the Resource Centre and helping out with our musicals, and
2. Mr Paul Chadwick for his many years of support to the performing arts by using his expertise to video and then produce high quality DVDs of many of our performances.
8. POST-SCHOOL DESTINATIONS

Post School Pathways

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAFE</td>
<td>17</td>
</tr>
<tr>
<td>University</td>
<td>52</td>
</tr>
<tr>
<td>Work</td>
<td>16</td>
</tr>
<tr>
<td>Apprenticeship/Traineeship</td>
<td>3</td>
</tr>
<tr>
<td>Bible College</td>
<td>1</td>
</tr>
<tr>
<td>Gap Year</td>
<td>2</td>
</tr>
<tr>
<td>Repeating Year 12</td>
<td>3</td>
</tr>
<tr>
<td>Could not contact</td>
<td>4</td>
</tr>
</tbody>
</table>

46 students received their first preference for university or TAFE.
9. SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE

In summary, Tyndale Christian School received income from a variety of sources including parents, State and Federal Government. In accordance with our 2012 audited financial statements, we received the following amounts (all figures exclude GST):

$$
\begin{align*}
\text{Fee Income} & : 5,553,522 \\
\text{Other Income} & : 213,476 \\
\text{Trading Activities Income} & : 287,909 \\
\text{Federal Government Recurrent Grants} & : 9,748,667 \\
\text{State Government Recurrent Grants} & : 2,681,486 \\
\text{Capital} & : 148,789 \\
\text{Other Grants} & : 300,034 \\
\end{align*}

\text{Total} & : 18,933,883
$$